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ABSTRACT

The relationship between grade point average, grade level, age, sex, social class, and self-concept as defined by Havighurst's Developmental Tasks for Youth was investigated. Subjects were 280 adolescents ranging in age from 13 through 18 and coming from a variety of social classes. Each subject completed a Self-Concept Scale for Adolescents, designed to measure how adolescents view their abilities to perform tasks in relation to: what they are able to do; what others do; and what it takes to be successful at the task. Results indicate that social class is significantly related to personal perceptions of abilities, and that low achievers perceive themselves as less able than high achievers to complete developmental tasks. Sample items from the Self-Concept Scale for Adolescents and the validation data for this scale are provided in the appendix. (Author/HLM)

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ED169398

A STUDY OF THE RELATIONSHIP OF THE SELF CONCEPT TO STUDENT GPA, GRADE LEVEL, AGE, SEX AND SOCIAL CLASS

Sherman Frey

Many studies have been accomplished which relate self concept to performance in school. However, the instruments utilized in these studies were not based on the self concept as a construct specifically orientated to the developmental tasks which a particular age group faces. Therefore, this study was undertaken to ascertain if the self concept as determined by the adolescent's perception of his/her ability to achieve Havighurst's developmental tasks is significantly affected by certain personal and social variables. Evidence of such would give some clues as to whether or not the manipulation of these variables could help young people achieve these tasks more effectively.

Purpose Instrumentation and Design of the Study

Specifically, the purpose of this study was to determine if the adolescent's grade point average, grade level in school, age, sex and social class are significantly related to his/her self concept as he/she perceives it in relation to his/her ability to achieve Havighurst's Developmental Tasks for Youth (1) which are as follows:

I. Achieving New and More Mature Relationships with Age Mates of Both Sexes

II. Achieving a Masculine or Feminie Social Role

III. Accepting One's Physique and Using Body Effectively

IV. Achieving Emotional Independence of Parents and Other Adults

V. Preparing for Marriage and Family Life

VI. Preparing for an Economic Career

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VII. Aquiring a Set of Values and an Ethical System as a Guide to Behavior

VIII. Desiring and Achieving Socially Responsible Behavior.

A Self-concept Scale for Adolescents (2) based on Havighurst's developmental tasks was developed to reflect the way that the adolescent sees and feels about his/her ability to achieve these tasks in three ways: in relation to what he/she can do, in relation to what others do, and in relation to what it takes to be successful at the task (see attachment). A validity and reliability study of the Scale was conducted in 1975. It showed the instrument to be valid and reliable (see attachment).

The Scale was administered to 282 adolescents ranging in age from thirteen through eighteen. From this administration three sets of scores were derived: a score for each of the eight tasks, a total score or sum of all the tasks, and a total score on each of the three ways that the adolescent saw and felt about his/her ability to achieve the tasks. Data was also gathered on each of the independent variables to be included in the study: sex, age, grade level, grade point average, and social class as indicated by father's occupation. The distribution of these data is shown on the following tables:

Table I

Sex	N	%
Male	122	43.3
Female	158	56.0
Missing	2	0.7
	282	100.0

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Table II

Age	N	%
13	61	21.6
14	65	23.0
15	41	14.5
16	39	13.8
17	40	14.2
18	36	12.8
	282	100.0

Table III

Grade	N	%
7	25	8.9
8	73	25.9
9	34	12.1
10	29	10.3
11	38	13.5
12	46	16.3
13	20	7.1
Missing	17	6.0
	282	100.0

Table IV

GPA	N	%
1-D	8	2.8
2-C	49	17.4
3-B	87	30.9
4-A	46	16.3
Missing	92	32.6
	282	100.0

Table V*

SES (Father's Occupation)	N	%
1 Professional-large business	32	11.3
2 Semi-professional	69	24.5
3 Sales	43	15.2
4 Skilled	59	20.9
5 Small business	17	6.0
6 Semi-unskilled	49	17.4
Missing	13	4.6
	282	100.0

*Father's occupational scale taken from W.L. Warner's Index of Status Characteristics as identified in Social Class in America (Chicago: Science Research Associates, 1949).

In the analysis of the data sex, age, grade level, grade point average, and social class were the independent variables. The measure of self concept was the dependent variable. An analysis of variance design was used on the total score, on each of the task scores, and on the three ways that the respondents perceived their relationship to each task.

Results of the Study

Task I

Variable	DF	M^2	F	Sig
Sex	1	0.025	0.005	0.999
Age	5	2.146	0.476	0.999
Grade	7	6.483	1.439	0.190
GPA	1	6.897	1.477	0.224
SES	5	10.767	2.305	0.047*

Task II

Variable	DF	M^2	F	Sig
Sex	1	3.670	0.808	0.999
Age	5	4.619	1.017	0.409
Grade	7	2.422	0.533	0.999
GPA	1	0.013	0.003	0.999
SES	5	14.028	2.840	0.018*

Task III

Variable	DF	M^2	F	Sig
Sex	1	9.718	1.647	0.198
Age	5	2.858	0.484	0.999
Grade	7	6.487	1.100	0.364
GPA	1	1.254	0.185	0.999
SES	5	7.394	1.148	0.337

Task IV

Variable	DF	M^2	F	Sig
Sex	1	1.148	0.222	0.999
Age	5	1.989	0.384	0.999
Grade	7	7.489	1.447	0.187
GPA	1	2.697	0.555	0.999
SES	5	3.877	0.840	0.999

Task V

Variable	DF	M^2	F	Sig
Sex	1	3.678	0.544	0.999
Age	5	3.539	0.524	0.999
Grade	7	7.725	1.143	0.337
GPA	1	3.951	0.618	0.999
SES	5	25.856	4.443	0.001*

Task VI

Variable	DF	M^2	F	Sig
Sex	1	11.997	2.005	0.154
Age	5	2.136	0.357	0.999
Grade	7	7.860	1.313	0.244
GPA	1	30.957	4.994	0.025*
SES	5	12.678	2.105	0.067

Task VII

Variable	DF	M^2	F	Sig
Sex	1	1.479	0.285	0.999
Age	5	4.141	0.798	0.999
Grade	7	9.491	1.830	0.082
GPA	1	49.771	10.765	0.001*
SES	5	7.327	1.733	0.129

Task VIII

Variable	DF	M^2	F	Sig
Sex	1	0.228	0.050	0.999
Age	5	8.032	1.749	0.123
Grade	7	1.758	0.383	0.999
GPA	1	12.777	2.718	0.097
SES	5	6.315	1.613	0.159

Total Tasks

Variable	DF	M^2	F	Sig
Sex	1	96.561	0.809	0.999
Age	5	51.014	0.427	0.999
Grade	7	209.773	1.758	0.096
GPA	3	186.454	1.707	0.166
SES	5	494.171	4.525	0.001*

Total Tasks

In Relation to What I Can Do

Variable	DF	M^2	F	Sig
SES	5	66.657	3.286	0.008*

In Relation to What Others Do

Variable	DF	M^2	F	Sig
SES	5	36.038	2.949	0.014*

In Relation to What it Takes to Be Successful

Variable	DF	M^2	F	Sig
SES	5	66.355	4.647	0.001*

In this study, social class as determined by father's occupation is significantly related to the adolescent's perception of his/her ability to achieve Havighurst's developmental tasks for youth. This was true of

the total of all tasks, as well as in each of the separate responding categories of the total tasks (i.e., in relation to what I can do, in relation to what others do, and in relation to what it takes to be successful). A further analysis of the data on social class to determine the direction of the variance from the grand mean of the total tasks reveals the following:

Grand Mean	SES	N	Deviation
87.87	1-Professional	26	0.28
	2-Semi-Professional	40	3.05
	3-Sales	27	2.55
	4-Skilled	38	-5.79
	5-Small Business	13	6.65
	6-Semi-Unskilled	34	-1.91

These data reveal that youth coming from homes where the fathers are skilled laborers perceived themselves as being less able to achieve the tasks than those from any other occupational group. Those coming from homes where the father is the owner of a small business perceived themselves as most able to achieve these tasks. In the individual tasks, social class is a significant variable in the following:

I. Achieving New and More Mature Relationships with Age Mates of Both Sexes.

II. Accepting One's Physique and Using the Body Effectively

V. Preparing for Marriage and Family Life

Youth of skilled laborers perceived themselves as being least able to achieve these particular tasks.

Grade point average was a significant variable in the following individual tasks in this study when a comparison was made between high achievers (A's and B's) and low achievers (C's and D's).

VI. Preparing for an Economic Career

VII. Acquiring a Set of Values and an Ethical System as a Guide to Behavior

In both instances, the low achievers perceived themselves as less able than high achievers to achieve these tasks.

None of the other independent variables were significant in any of the individual tasks.

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1. Havighurst, Robert J., Developmental Tasks and Education. New York: David McKay Company, Inc., 1972, pp. 43-82.

2. Sherman Frey, Wesley Many and Joseph Ellis, "A Self Concept Scale for Adolescents," Journal of the Association for the Study of Perception, Vol. VIII, No. 11, Fall, 1973, p. 10-28.

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PLEASE DO NOT OPEN BOOKLET UNTIL TOLD TO DO SO

NAME _____ _____ _____ Male___ Female___ Birthdate _____
Last First Middle I. (check one) Month Day Year

School _____ _____ Teacher _____ Grade ____ Today's Date _____
Month Day Year

City _____ State _____ Father's Occupation: _____

Average of all grades
received last year
in school: A__ B__ C__ D__ F__
(check the one closest to the average)

PLEASE DO NOT WRITE IN THIS SPACE

_____ _____ _____
_____ _____ _____
_____ _____ _____

_____ _____

REPORT OF SELF-CONCEPT SCALE

We all have an opinion of ourselves. This is usually arrived at in three ways: 1) by comparing ourselves to others our own age; 2) by comparing what we have done to what we feel we can do; and 3) by comparing what we have done to what we feel is needed for success in life.

We are interested in finding out how you feel about yourself-- your self-concept. To do this we have prepared this inventory, or group of questions, that we would like you to answer carefully and honestly.

In this inventory, a particular task or job that young people your age face in growing up will be stated first. You will read a paragraph that describes the task and then choose the ONE statement that best describes the way you see yourself in relation to that task. Let's turn to the FIRST page and look at an example.

THE DEVELOPMENTAL TASK OF YOUTH

SAMPLE TASK - Learning Skills Necessary for Ice Skating

Let's suppose that you lived in a city where everyone had to be a good ice skater before other people would like him, or before he could enter school or even get a job. He couldn't even vote in the city's elections until he could ice skate. You can see how important learning to ice skate would be for all boys and girls in that particular city.

In order to ice skate well, one must learn the skills needed. Some people take lessons from expert skaters while others learn from their family and friends. All, in addition, must spend time practicing on the ice.

Think about this task of learning skills necessary for ice skating and then report the way you see and feel about yourself in relation to developing this task. Do this by circling the number of the ONE statement in EACH of the three rows below which best describes your picture of yourself. Remember, be honest and answer as you feel--not as you think others might want you to answer.

The way I see and feel about myself learning those skills necessary for ice skating is:

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

ARE THERE ANY QUESTIONS? IF NOT, DO ALL <u>EIGHT</u> TASKS.

THE DEVELOPMENTAL TASK OF YOUTH

Task I. - Achieving New and More Mature Relationships with Age-Mates of Both Sexes

So much of the happiness that you get in life depends upon how well you get along with others. This is true for everyone and it is especially true for young people in school. They generally want to be accepted by others their age in both sexes. They want to belong to one or several groups of friends, and to have some close friends with whom they can share their secrets. Therefore, they are always seeking to improve their relationships with their present friends and to make new friends.

Young people your age go about this task in a variety of ways; by dating, by joining clubs and organizations, and by taking part in school activities. Other things, however, are more important than just being with other young people your age. Such things as being friendly, being considered responsible and dependable by others, and maintaining a good reputation are very important in helping you achieve mature relationships with other boys and girls. Certainly this important task is more easily achieved by some than by others.

Now, after thinking about the task of achieving new and more mature relationships with boys and girls your age as it appears in your life report the way you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Achieve New and More Mature Relationships with Age-Mates of Both Sexes

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at <u>this task</u>, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task II. - Achieving a Masculine or Feminine Social Role

It is important that you be accepted as a person in your own right by those around you regardless of whether you are a boy or girl. This means that others know you as a capable person, that you can be depended upon, and that you don't do silly or foolish things to be noticed. It also means that you do things which other people consider proper for a young person growing up. However, whether you are a girl or boy plays some part in the way that other people expect you to act. These are usually called social roles.

These social roles are often used in describing the activities of boys and girls and one is no better than the other. So long as both boys and girls are able, both should have an equal chance to do the things they are interested in doing. However, it is not only <u>what</u> you do but <u>how</u> you do it that is important to others. So young people usually pay some attention to how others think they should act as a young man or young woman because they want to be accepted socially by those who are important to them. Therefore, for both young men and young women achieving a "masculine" and "feminine" social role is an important task. You can probably best achieve it by increasing the number of friends you have, by learning how to carry on a good conversation with others, by doing new things of which you are capable, and by acting socially in ways that are considered proper for a young person who is growing up.

Now, after thinking about the task of achieving a "masculine" or "feminine" social role in life, report the way you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Achieve a Masculine or Feminine Social Role

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at <u>this task</u>, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task III. - Accepting One's Physique and Using the Body Effectively

Compared to others your age, how you feel about your physical build (physique) is important. We all know that very few people have a perfect physique. Most have physical shortcomings of one kind or another. Therefore, it is better to make the best of what you have and at the same time learn to live with your shortcomings.

Making the best of what you have depends on a number of things. Certainly if you intend to become a professional football player or a professional model, you should have certain physical requirements beyond the ordinary. On the other hand, if what you intend to do is less demanding in terms of physique, you may not need an outstanding physical build -- what you have may be fine if you keep yourself in good shape. You can, of course, permit your body to "run down" to the point where it can not serve you well. For instance, by eating too much you may become overweight, or you may hurt your body by smoking or drinking, or by not giving it the rest it needs. When you do these things you are not using your body effectively.

The task of accepting your physique and using the body effectively then is one of understanding that while there are few people who are physically perfect, you can do certain things which will help you feel good about your own physical build. These things are watching what you eat so that you do not become overweight, exercising regularly, and avoiding injury to your body.

Now, after thinking about the task of accepting your physique and using your body effectively, report the way you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes <u>your</u> picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Accept My Physique and Use My Body Effectively

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task IV. - Achieving Emotional Independence of Parents and Other Adults

It would be wonderful to be able to make up your own mind about important things without being told what to do by your parents or some other adult. Most young people your age want to be individuals with minds of their own but sometimes the adults in their lives get in the way. Healthy young people know that they have to grow up some day. They want to be allowed to do more and more of their own thinking and to make more and more of their own decisions without too much advice from their parents and other adults. Yet, they do want some help in making decisions on problems which they do not feel prepared to handle. Achieving independence from parents and other adults then is best described as feeling free to work out your own problems but with help from your parents and other important adults in your life when you want it. This means that you must have the trust of your parents and other adults, and that they must have the trust in your ability to make good decisions in life. Then, as you gain more experience and improve your ability to make good decisions you will have more freedom to make them.

Young people your age seek to achieve emotional independence from parents and other adults in different ways. Some seek the advice of friends when they are trying to make their own decisions rather than go to their parents or to their teachers. Some get mad and go against their parents and others in order to show them they have a mind of their own. Some read to get ideas to help them make independent decisions. Some seek the trust of their parents by keeping them informed of their activities, problems, and plans. Most probably use all of the above ways at some time or another in their lives in order to get the independence they desire.

Now, after thinking about the task of achieving emotional independence from your parents and other adults in your life, report the way you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Achieve Emotional Independence of My Parents and Other Adults

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task V. - Preparing for Marriage and Family Life

A good family provides happiness and safety for its members even though there may be trouble from time to time. Since the family is so important, planning for family life means making some of the most important decisions that you will ever have to make. Indeed, much of your future happiness in the family will depend on the understanding of marriage and family living that you bring to it.

Preparing for marriage and family life usually means many kinds of learning. Some schools offer courses which deal with boy-girl relations, sex education, learning how to buy things, etc. Some young people seek ways to learn how to get along with the opposite sex through dating. Talking with friends, parents, teachers and counselors are also ways of working on this task. Reading and thinking about this task is helpful. Planning for a lifetime job is also useful if you are in high school.

Now, after thinking about the task of preparing for marriage and family life as it appears in your life, report the way that you see and feel about yourself in relation to it. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Prepare for Marriage and Family Life

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at <u>this task</u>, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task VI. - Preparing for an Economic Career

It is a fact of life that most people must work for a living. As an adult you will spend a large part of your days and years working on a job. If you are to enjoy your work and make a good living at it you must give some time to thinking and planning for the kind of work you would like to do in your lifetime. To know what work is like, what kind of work you do well, and what you enjoy doing is very important in planning your future. How you will live, the friends you will have, and your happiness are all related to the kind of job you will have as an adult.

Many young people work after school and during the summer. Their jobs not only help them earn money but they also learn what work is like and what they like to do. Some young people study about jobs in schools. They also talk to parents, teachers, counselors and others to get help in understanding different kinds of jobs and what preparation is needed to get them. While some young people plan to go to college and others expect to work right after high school, practically every young person must think about preparing for an economic career.

Now, after thinking about the task of preparing for an economic career as it appears in your life, report the way that you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Prepare for An Economic Career

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task VII. - Acquiring a Set of Values and an Ethical System as a Guide to Behavior

Nearly everyone wants to do what is right. However, knowing what is right is not always easy. Sometimes we question in our own minds what is the right thing to do at school, at work, and with our friends. As we grow older and are more on our own we need a set of values and an ethical system (code of conduct) to determine what is the right thing to do. Values and an ethical system are guides to our everyday behavior (how we act) and affect every decision we make.

There are many different ways that values and ethics are acquired. Many young people acquire their set of values and ethics to guide their behavior by watching how others act. Parents, teachers, and friends play important roles in this process. Reading and learning about how famous people behaved is also a way of developing a set of values. For some young people, going to church and joining clubs and organizations helps them develop a system of values and ethics.

Now, after thinking about the task of acquiring a set of values and an ethical system as a guide to behavior, report the way that you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Acquire a Set of Values and an Ethical System to Guide My Behavior

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task VIII. - Desiring and Achieving Socially Responsible Behavior

Nearly all of the important things that you need and would like to have can be achieved only with the help of others. Just as you depend on other people, so other people depend on you for doing certain things. Learning how to get along with others and learning how to do you part is often hard to do. However, it is very important for your happiness and for the well being of the group.

Many people your age learn to behave in a socially responsible way by doing their part as members of a good group in and out of school. They may become leaders or they may work on committees. In this way they learn to "give a little" when they "can't have their own way." Other ways that young people learn this task is by acting naturally, not being selfish, by being concerned with others, and by being responsible to others. They also learn to get along with the group without violating their own beliefs.

Now, after thinking about the task of desiring and achieving socially responsible behavior, report the way that you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding the Task of Desiring and Achieving Socially Responsible Behavior

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at <u>this task</u>, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

A VALIDITY AND RELIABILITY STUDY

OF A REPORT OF SELF CONCEPT SCALE: ADOLESCENT FORM

Sherman Frey, Ph.D.

Introduction and Purpose

The self concept as a motivator in pupil performance is becoming an increasingly important factor for consideration by educators and specialists in pupil personnel work. To this end a self concept scale for adolescents based on Havighurst's developmental task concept was developed. In this scale (see attachment) the young person is asked to read a paragraph which explains the task and to report the way he sees and feels about his ability to achieve the task in relation to what he can do, in relation to what others do, and in relation to what it takes to be successful at the task. His/her response is on a scale of from one, which would be the poorest estimate of his/her ability to perform the task, to five, which would be the highest estimate, on each of the relationships in question.

This scale was first published in the Fall of 1973 issue of the Journal of the Association for the Study of Perception and elicited many requests for reprints from all over the world indicating a definite need for an instrument based on a recognized theoretical contract which would give a valid and reliable measure of the self concept of the adolescent. Therefore, a study to ascertain the validity and reliability of a Report of Self Concept Scale: Adolescent Form was initiated.

Procedures

A readability test (Dale-Chall) was applied to each of the task areas. The results of this test are shown on Table I:

TABLE I

TASK	GRADE LEVEL
I	5 - 6
II	7 - 8
III	7 - 8
IV	7 - 8
V	7 - 8
VI	5 - 6
VII	7 - 8
VIII	7 - 8

The Scale was then administered to 255 adolescents in grades seven through twelve in various suburban Chicago school districts. The age range of the respondents was from twelve to eighteen which is consistent with Havighurst's delineation of adolescence in his developmental task model. The criterion for the selection of respondents was that the teacher or counselor who was to administer the scale had sufficient acquaintance with the young person to rate them on the same scale. This was accomplished. The teachers were instructed to answer any questions regarding meaning that the adolescents might have. No teacher or counselor rated more than ten adolescents.

Results

To derive validity data, the Pearson Product Moment Correlation was used to compare student to teacher responses by relationships within each task with the following results:

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TABLE II

TASK	RELATIONSHIP *	N	COEFFICIENT	S
I	A	252	.62	.001
	B	251	.50	.001
	C	253	.42	.001
II	A	253	.54	.001
	B	251	.51	.001
	C	255	.43	.001
III	A	255	.60	.001
	B	253	.52	.001
	C	254	.49	.001
IV	A	252	.63	.001
	B	253	.51	.001
	C	252	.51	.001
V	A	245	.57	.001
	B	253	.52	.001
	C	248	.49	.001
VI	A	255	.61	.001
	B	253	.53	.001
	C	253	.44	.001
VII	A	252	.58	.001
	B	254	.50	.001
	C	255	.45	.001
VIII	A	254	.54	.001
	B	251	.42	.001
	C	254	.41	.001

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*A -- the way the respondent sees and feels about his ability to achieve the task in relation to what he can do.

B -- the way the respondent sees and feels about his ability to achieve the task in relation to what others can do.

C -- the way the respondent sees and feels about his ability to achieve the task in relation to what it takes to be successful at the task.

A reliability coefficient of .88 was attained using the Kuder-Richardson 21 formula.

It must be said that in the validation of the self concept construct it is very difficult to achieve high coefficients of correlation because of the very nature of the construct itself. Therefore, moderate correlations of the kind derived in this study places this instrument well within the acceptable range insofar as validity is concerned. The reliability of the Scale as determined in this study is also sufficiently high to give adequate assurance of its consistency in subsequent administrations.

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